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ABSTRACT

In this course the student expands his aural-oral skills by talking about school, food, and clothes, and at the same time he develops his reading and writing skills. The student manipulates the stem alternation e-i (pedir), the irregular verb (decir), the present progressive, negation (using nada, nadie, ninguno, nunca, tampoco, ni), possessive adjectives, direct object pronouns, direct versus indirect objects, the infinitive as the object of a preposition, the long form of the possessive adjectives, and the generic use of the definite article. Spanish is the language of the classroom. Units 11 and 12 of "A-LM Spanish I," second edition, provide the basic content of the course. (Author)

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EDUCATION & WELFARE
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EDUCATION

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

FL 004 459

FOREIGN LANGUAGE

PROGRESSING IN SPANISH, PART 1
(7504.11)

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 083872

PROGRESSING IN SPANISH

Part 1

7504.11

Division of Instruction

Dade County Public Schools

Miami, Florida

1972

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COURSE DESCRIPTION

In this course the student expands his aural-oral skills by talking about school, food, and clothes, and at the same time he develops his reading and writing skills. The student manipulates the stem alternation e → i (pedir), the irregular verb (decir), the present progressive, negation (using nada , nadie, ninguno, nunca, tampoco, ni), possessive adjectives, direct object pronouns, direct versus indirect objects, the infinitive as the object of a preposition, the long form of the possessive adjectives, and the generic use of the definite article. Spanish is the language of the classroom and success in this quin is assured if 7503.14 or its equivalent has been controlled. State adopted text, ALM Spanish I, Second Edition, Units 11, 12 provides the basic content of the course.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the students unless otherwise specified.

I. Listening Skills:

The pupil, according to his levels of maturity and achievement, will demonstrate by overt and/or spoken reaction his:

A. Understanding of the target language spoken at normal tempo.

1. Given orally ten incomplete sentences or rejoinders about the basic dialogs, each followed by three possible completions, the student will choose the correct one for each sentence by circling a, b, or c. (Each incomplete sentence and its three completions will be read twice.)

2. Given orally twenty sentences in Spanish based on the material taught, each followed by three possible interpretations in English, the student will choose the correct one by circling a, b, or c. (The sentences and possible interpretations will be stated once.)

3. Given orally ten incomplete sentences concerning the use of the stem alternation e →i (I-class verbs) and the irregular verb decir, each followed by three possible completions, the student will choose the correct one for each sentence by circling a, b, or c. (Each incomplete sentence and its three possible completions will be stated twice.)

4. Given orally only once ten incomplete sentences with an infinitive cue, the student will with 90% proficiency supply the present participle.

5. Given orally ten sentences, each followed by two negative sentences (a and b), the student will determine which one is the negative of the original sentence by circling a or b.

B. Comprehension of new arrangements of familiar content.

1. Given orally five short dialogs, each followed by two sentences (a and b), the student will determine which one is more likely to be the next line of the dialog by circling a or b. (The dialogs and the choices will be stated once.)

2. Hearing twice ten sentences, each followed by three more sentences (a, b, and c), the student will choose which one logically continues the thought of the opening sentence by circling a, b, or c.

C. Understanding of two natives of the target culture speaking on topics within his range of experience.

1. Hearing short prepared dialogs of no more than two lines per native speaker, followed by no more than three statements each, the student will write V or F (verdadero or falso), to indicate the correct statement among the three given. (The dialogs and statements will be given twice.)

2. After listening to brief oral dialogs of no more than two lines per native speaker in which some object or person is referred to, but not named, the student will hear three noun phrases (a, b, and c). He will choose which one of these names the object or person that was talked about by circling a, b, or c. (The dialogs and the three choices will be stated twice.)

D. Understanding of conversation based on everyday situations.

Hearing orally twice a dialog or paragraph, the student will list in English or Spanish the items discussed.

E. Inference of meaning of words from the context in which they are heard.

Hearing twice a narration based on material taught plus new vocabulary, the student will answer in English or Spanish questions asked in Spanish.

II. Speaking Skills

According to his levels of maturity and achievement, the pupil in a manner acceptable to the teacher will:

A. Imitate conversations of models at natural speed.

1. The student will imitate any lines of situations or dialogs taught with 90% proficiency.

2. Given pictures as cues relating to the lines of the dialogs and supplements, the student will recite the sentence represented by each picture.

3. Given the lines of the dialogs in the recombination material and the narratives at the end of the unit, the student will imitate what is heard with 90% proficiency.

4. Hearing a series of sentences and words including vowel sequences in more than one word, Spanish rhythm in interrogative and exclamatory sentences or phrases, the Spanish [h] sound (jefe, junio), the final r sound, the [ɾ] vs. vowel cluster, [r] vs. [t], the Spanish nt, Spanish [s] vs. English consonant, the student will imitate each sound given by the model in the target language with 90% proficiency.

B. Discriminate among sounds and pronounce them in a fashion acceptable to the teacher.

1. Given five minimal pairs some of which contain the sound [ɾ] between vowels, and some of which do not, the student will discriminate and pronounce the sounds with 80% proficiency.
2. Seeing a list of words containing the sound [ɾ] between vowels and the sound [t] between vowels, the student will correctly pronounce each word with 80% proficiency.

C. Perform necessary changes in form and order.

1. Given a person number substitution drill in the present tense of the stem alternation: e → i (I-class verbs) and the irregular verb <u>decir</u>, the student will restate it as cued.
2. Given five sentences in the present tense, the student will restate each orally using the present progressive.
3. Given five sentences in the affirmative, the student will change them to the negative.
4. Given five sentences using the possessive adjectives in the singular, the student will change the sentences to the plural.
5. Given five sentences including five studied synonyms, the student will replace the cued word with an appropriate synonym.
6. Given five sentences including five studied antonyms, the student will replace the cued word with an appropriate antonym.
7. Given an item substitution drill on direct object pronouns, the student will restate the pattern sentence replacing the direct object with the proper direct object pronoun.
8. Given a person-number substitution drill on possessive adjectives (long form), the student will restate the pattern

sentence performing the necessary changes according to the cued possessor.

D. Speak so that a native speaker will understand.

1. Given the lines of the basic dialogs, the student will use them with slight variation in a conversation.

2. Given the lines of the basic dialogs and recombination material, the student will ask questions related to their content.

E. Manipulate previously-mastered conversations.

1. Given the supplements after each basic dialog, the student will make the proper substitutions according to cues given.

2. Given any incomplete line of the basic dialog, the student will supply an acceptable completion.

3. Given questions dealing with the two basic dialogs, the recombination materials, and the narratives, the student will answer them orally within a pre-determined period of time.

F. Ask and answer questions relating to his usual activities.

1. Presented with a visual stimulus (overhead projector, slides, cue cards, pictures) of situations included in materials taught, the student will ask and answer questions about the visual stimulus presented. Time limit for response is left to the discretion of the teacher.

2. Given a verbal cue on the vocabulary taught in the basic dialogs, the student will ask a question using the said cue.

G. Recognize structural and grammatical signals by applying them correctly in patterned drills.

1. Given in Spanish a model illustrative of the use of an infinitive after a preposition, followed by several cues in English, the student will supply the correct Spanish rendition of the cues.

2. Given a model sentence employing the present progressive verbal form followed by various infinitive cues in Spanish, the student will change the model utilizing the proper form of the cue.

3. Given a sentence expressed negatively, the student will restate it in another negative format.

4. Given any model sentence utilizing verbs emphasized in this course, the student will make the necessary changes as called for by a series of different subject cues.

H. Speak satisfactorily on topics within his range of development.

Given three subjects from which to choose, the student will speak extemporaneously one minute on one.

I. Create and generate new, well-formed sentences in the target language.

Asked two free response questions, the student will respond to each with two related intelligible sentences.

III. Reading Skills

The pupil, according to his levels of maturity and achievement, will demonstrate by oral or written reaction with a proficiency acceptable to the teacher his:

A. Awareness of regular sound-letter correspondence.

Given a list of words containing the following letters [h], final [r], [y] vs. vowel cluster, [r] vs. [t], nt, and

Spanish [s] vs. English consonant, the student will correctly pronounce each sound with 80% proficiency.

B. Skill of oral reading as evidenced by correct intonation and juncture.

1. Given ten selected lines from material taught, the student will read orally with 80% proficiency.
2. Given ten sentences of the same material but in a new arrangement, the student will read them orally.

C. Skill of reading with direct comprehension of what has been mastered audiolingually.

Given any basic material taught, the student will read correctly its content and indicate comprehension by choosing from possible written answers to written questions by circling a, b, or c.

D. Skill of reading materials that recombine material already taught audiolingually.

After reading a narrative or dialogue of rearranged material, the student will indicate by choosing a, b, or c answers to questions.

E. Skill of reading specially written materials that introduce new vocabulary and grammar progressively.

Given a short narrative with a new word or structure (easily inferred) every ten or fifteen words, the student will answer in English or Spanish questions written in Spanish.

IV. Writing Skills

According to his levels of maturity and achievement, the pupil with proficiency acceptable to the teacher will:

A. Copy in the target language that which he has previously heard, spoken and read.

Given lines from the material taught, the student will copy each line or sentence with 95% accuracy.

B. Write from dictation the target language content which he has previously heard, spoken and read.

1. Given a dictation from materials taught, the student will write each line or sentence.
2. Given a reading selection from which certain words have been omitted, the student will write the missing words while listening to the selection being read.

C. Write exercises requiring minimal structural changes.

1. Given one model sentence in the present tense of stem alternation e → i, I class verbs, and the irregular verb decir followed by subject pronoun cues, the student will write the correct verb form.
2. Given one model sentence in the present tense, the student will write correctly the same sentence in the present progressive.
3. Given one complete sentence, the student will replace portions of the sentence as cued but keeping structure intact as in replacement drills and item and double item substitution exercises.
4. Given five sentences using negative words in Spanish, the student will write the sentences in the affirmative.
5. Givenfive sentences using the short form of the possessive adjectives, the student will rewrite the sentence changing

the short form possessive to the long form possessive.

6. Given five sentences with a direct object, the student will rewrite the sentence substituting the direct object with a direct object pronoun.

D. Write, demonstrating competence in the use of punctuation.

Given a narrative without puncutation, the student will rewrite the narrative inserting the correct punctuation marks.

E. Write answers to oral questions.

Given a series of oral questions based on the dialogs or recombination of materials, the student will write a correct answer using more than one word and with correct spelling.

F. Construct original sentences following a model with a controlled vocabulary.

Given a list of words taken from the dialogs, the student will construct similar sentences following the same pattern of the lines of the dialogues.

G. Rewrite a paragraph changing one key structural element and making all other consequent necessary changes.

Given a paragraph using verbs known to the student in the third person singular, the student will change the paragraph from the third person singular to the third person plural making any other necessary changes.

H. Write an original dialog or narration.

Given a title for a dialog or narrative (Example: Un Dictado, Los Tiendas, La Ropa, etc.) and using any material taught in all courses to date, the student will make an original dialog or narrative of no less than ten lines.

V . Culture Appreciation

A majority of the students will attain these minimum objectives:

A. Identify the similarities and differences between the learner's culture and the target culture by writing a paragraph in English on:

1. Schools in the United States and schools in Spanish-speaking countries.
2. Stores in the United States and stores in Spanish-speaking countries.

B. Demonstrate knowledge of the geography of some of the countries considered in this course (the countries are left to the discretion of the teacher), the student will show his knowledge by answering fifteen questions out of twenty given.

VI . Attitude

A continued interest in the target language and culture.

The pupil

1. identifies several reasons for studying a foreign language as evidenced by participation in discussion groups, research projects, and making of art.
2. indicates his wish to continue to study a foreign language as evidenced by responses on an attitudinal questionnaire.
3. pursues actively further study of the target language and culture, as evidenced by seeking additional knowledge, joining language clubs, seeking and corresponding with a pen pal in the target country.
4. signs up for further courses of language study.

COURSE CONTENT

I. Unit 11, New Vocabulary Items

NOUNS

adaptación (f)
aplicación (f)
apunte (m)
artículo (m)
atención (f)
barbaridad (f)
catástrofe (f)
coma (f)
conveniencia (f)
cuaderno (m)
Cuba
China
derivación (f)
dictado (m)
escritorio (m)
exclamación (f)
extremista (m,f)
frase (f)
Guatemala
habitante (m,f)
hemisferio (m)
importancia (f)
inicial (f)
interrogación (f)(question)
Japón
japonés (m)
lápiz (m)
lección (f)
lengua (f)
mar (m)
mentira (f)
nombre (m)
país (m)
palabra (f)
papel (m)
párrafo (m)
pluma (f)
población (f)
pronunciación (f)
punto (m)
pupitre (m)
Rusia
satisfacción (f)
signo de exclamación(m)
signo de interrogación
sílaba (f)
tarea (f)
teoría (f)
término (m)
trabajo (m)
uso (m)

PRONOUNS

lo
que

ADJECTIVES

aceptable	español-a	loco-a
cierto-a	estadounidense	mexicano-a
colombiano-a	eterno-a	occidental
completo-a	excelente	puertorriqueño-a
cubano-a	guatemalteco-a	satisfactorio-a
chino-a	listo-a	su

VERBS

aceptar	denominar	prestar
adaptar	derivar	producir
andar	limitar	repetir
corresponder	molestar	seguir
decir	pedir	servir

ADVERBS		CONJUNCTIONS
despacio	pronto	ni
nada	rápido	ni siquiera
naturalmente	técnicamente	
no		

EXPRESSIONS

dos puntos	poner atención	punto y coma

II. Unit 11, Grammatical Structures

A. Stem Alternation: e→i, I-class verbs

1. pedir
2. repetir
3. servir
4. seguir

B. The irregular verb "decir"

C. The present progressive

1. A-class verbs
2. E-class verbs
3. I-class verbs

D. More about negation

1. nada
2. nadie
3. ninguno
4. nunca
5. tampoco
6. ni... ni...

E. Possessive adjectives

1. mi - mis
2. tu - tus
3. su - sus

III. Unit 12, New Vocabulary Items

NOUNS

almacén (m)
amor (m)
Argentina
Bolivia
Brasil
Canadiense
Caribe
Centroamericano
clasificación (f)
compra(s) (f)
confusión (f)
Costa Rica
Chile
El Salvador
esposo (m)
esposa (f)
extensión (f)
faja (f)
ganga (f)
Haití
Hispano América
Hispanoamericano
Honduras
Jamaica
Latino América
Latinoamericano
liquidación (f)
marido (m)
modo (m)
mujer (f)
nación (f)
nieto (m)
nieta (f)
norte (m)

Norte América
oficial (m)
padres (m pl)
Paraguay
pariente (m,f)
posición (f)
región (f)
República Dominicana
romance (m)
ropa (f)
saco (m)
saco sport (m)
sobrino (m)
sobrina (f)
sur (m)
surámerica
suramericano
sweater (m)
tamaño
territorio (m)
tierra (f)
traje (m)
traje de baño
triángulo (m)
Uruguayo
Venezuela

ADJECTIVES

asociado,a
canadiense
centroamericano
enorme
exagerado
geográfico,a
hispano americano,a
latino, a
libre
lingüístico,a
mediano,a
mil
mío,a
seguro,a
situado,a
superior
suyo,a
tuyo,a

VERBS

abrir
aplicar
comprender
contener
dejar
exagerar
ganar
gastar
incluir
llorar
matar
mirar
observar
prometer
querer
reservar
unir
vender
ver (viera)

ADVERBS

además	lógicamente
claramente	por consiguiente
de todos modos	sin embargo
en todo caso	tan

EXPRESSIONS

ir de compras	cuesta el dinero

III. Unit 12, Grammatical Structures

A. Direct object pronouns

singular	plural
me	nos
te	
lo, la	los, las

B. Direct vs. indirect objects

C. The infinitive as the object of a preposition

D. Possessive adjectives: Long Forms

mío, míos	nuestro, nuestros
mía, mías	nuestra, nuestras
tuyo, tuyos	suyo, suyos
tuya, tuyas	suya, suyas

E. Generic use of the definite article

SUGGESTED EXPANSION OF MATERIALS

UNIT 11, "Un Dictado"

I. Dialog and questions

A. Questions to clarify comprehension of the first part of the dialog

1. ¿Como se llama el diálogo?
2. ¿Cuántas personas hablan en este diálogo?
3. ¿Como se llaman? o ¿Quiénes son?
4. ¿Donde está Eugenio?
5. ¿Quién acaba de salir?
6. ¿Qué hace García?
7. ¿Quién está tomando agua?
8. ¿Pide permiso García para tomar agua?
9. ¿Quién no tiene pluma?
10. ¿Tiene García una pluma?

B. Questions to clarify comprehension of the second part of the dialog

1. ¿Qué dice la maestra antes de empezar el dictado?
2. ¿Según Salgado, habla la maestra rápido o despacio?
3. ¿Según la maestra, esta poniendo atención Salgado?
4. ¿Qué hace García, según Salgado?
5. ¿Dice mentira García?

C. Personal questions that could be used for this dialog

1. ¿Tienes pluma?
2. ¿Quién no tiene pluma?
3. ¿Te gustan los dictados?

4. ¿Pones atención en la clase de español?

5. ¿Pierdes la paciencia cuando no te gusta la clase?

6. ¿Por qué está enojada tu mamá?

7. ¿Tienes mucha tarea en la clase de inglés?

8. ¿Le prestas tu pluma a un amigo?

9. ¿La maestra de español habla rápido o despacio?

10. ¿Quién está molestando en la clase?

II. Capitals of the countries found in these units

	Country	Capital
1.	El Canadá	Ottawa
2.	Estados Unidos	Washington, D. C.
3.	Méjico	Ciudad Méjico
4.	Guatemala	Ciudad Guatemala
5.	Honduras	Tegucigalpa
6.	El Salvador	San Salvador
7.	Nicaragua	Managua
8.	Costa Rica	San José
9.	Panamá	Ciudad Panamá
10.	Venezuela	Caracas
11.	Colombia	Bogotá
12.	Ecuador	Quito
13.	Perú	Lima
14.	Chile	Santiago
15.	Bolivia	La Paz
16.	Paraguay	Asunción
17.	Argentina	Buenos Aires
18.	Uruguay	Montevideo

19.	El Brasil	Brasilia
20.	Cuba	La Habana
21.	República Dominicana	Santo Domingo
22.	Haití	Puerto Príncipe
23.	Jamaica	Kingston
24.	Japón	Tokyo
25.	Rusia	Moscú

B. Questions based on countries and capitals.

1. ¿Cuál es la capital de Cuba?
2. ¿De qué país, es la capital Kingston?
3. ¿De qué país es George Washington?
4. ¿Qué hablan en Méjico?
5. ¿Qué país y capital quieres visitar?

(Note: Questions 1 and 2 can be asked using different countries and capitals.)

C. Fill in the blanks with the correct country or capital. (This exercise could be done orally or written.)

1. La capital de Argentina es _____.
2. Tegucigalpa es la capital de _____.
3. San José es la capital de _____.
4. Lima es la capital de _____.
5. La capital de Estados Unidos es _____.
6. La capital de Uruguay es _____.

III. As a cultural activity the student will prepare a notebook including the maps with the countries and capitals where they speak English.

Suggested content of notebook:

1. title page
2. a list of countries and capitals
3. map of Spain
4. map of México
5. map of Central America
6. map of South America
7. map of the Philippines
8. a research paper on the schools in some of the above countries
9. a paper on some universities in the above countries

UNIT 12, "La Técnica de la Mujer"

I. Dialog and questions

A. Questions to clarify comprehension of the first part of dialog.

1. ¿Cómo se llama el Diálogo 12?
2. ¿Quién es la amiga de Inés?
3. ¿Hay una liquidación de zapatos?
4. ¿Adónde van Inés y Pepita?
5. ¿A usted le gusta comprar ropa?
6. ¿El marido de Pepita la deja ir de compras?
7. ¿Su mamá la deja ir de compras?
8. ¿Usted tiene dinero para comprar ropa en la liquidación?
9. ¿Qué necesita usted comprar en la liquidación?
10. ¿Un vestido cuesta $3.99, es una ganga o no?
11. ¿Con quién va usted a las tiendas?

12. ¿Usted trabaja para comprar ropa?

13. ¿Usted trabaja en una tienda?

B. Questions to clarify comprehension of the second part of dialog.

1. ¿A quién llama Pepita?

2. ¿Por qué Pepita llama a su marido?

3. ¿Cómo se llama el esposo de Pepita?

4. ¿Donde está el marido de Pepita, en la casa o en el trabajo?

5. ¿Por qué llora Pepita?

6. ¿Pepita usa una buena técnica cuando llora?

7. ¿Por qué es buena la técnica de Pepita?

8. ¿Pepita es inteligente?

9. ¿Pepita promete gastar mucho o poco dinero?

10. ¿El marido de Pepita la quiere mucho?

11. ¿Cómo usted sabe que el marido de Pepita la quiere mucho?

12. ¿Pepita va a un almacén de ropa o de zapatos?

13. ¿A qué hora cierran los almacenes?

14. ¿Lorenzo es el primo de Pepita?

15. ¿Usted sabe lo que cuesta el dinero?

V. Countries and nationalities found in the units

A.	Countries	Nationalities
1.	Canadá	canadiense
2.	Estados Unidos	norteamericano,a americano,a
3.	México	mexicano,a
4.	Guatemala	guatemalteco, a
5.	Honduras	hondureño, a
6.	El Salvador	salvadoreño, a

7.	Nicaragua	nicaragüense
8.	Costa Rica	costarricense
9.	Panamá	panameño, a
10.	Venezuela	venezolano, a
11.	Colombia	colombiano, a
12.	Ecuador	ecuatoriano, a
13.	Perú	peruano, a
14.	Chile	chileno, a
15.	Bolivia	boliviano, a
16.	Paraguay	paraguayo, a
17.	Argentina	argentino, a
18.	Uruguay	uruguayo, a
19.	Brasil	brasileño, a
20.	Cuban	cubano, a
21.	República Dominicana	dominicano, a
22.	Haití	haitiano, a
23.	Jamaica	jamaiquino, a
24.	Japón	japonés
25.	Rusia	ruso, a

B. Questions based on countries and nationalities. (Oral or written.)

1. ¿De qué país es usted?
2. ¿De qué país es un cubano?
3. ¿De qué país es un ruso?
4. ¿De qué país es un venezolano?
5. ¿De qué país es un colombiano?

C. Fill in the blanks with correct answers based on countries and nationalities. (Oral or written)

1. Un chico de Japón es _____.
2. Una chica de Canadá es _____.
3. Un señor de Bolivia es _____.
4. Un médico de México es _____.
5. Una señora de Argentina es _____.
6. Una profesora de Haití es _____.

SUGGESTED PROCEDURES

To the teacher . . . . .

The material included in this course is more than adequate and certainly effective in the teaching of these units. The evaluative measures are well worth using. It is suggested that a minimum of two lines of the basic dialog be covered daily and that testing be done as often as possible. There should be a short measurement taken to evaluate each objective here outlined. Particular efforts should be taken to test each element separately and as soon after its introduction as possible.

Special attention should be given to the objectives of this course as they prescribe the particular change in behavior that will be necessary for the student to successfully complete the course. Depending upon the progress of the class, teachers are encouraged not to stop with these but to continue to cultivate more complex objectives.

The approximate degree of success may vary from community to school, to class to student. The figures given, however, reflect a wide range of performance expectancies.

Perhaps of utmost importance initially is the student's understanding of the procedures and methods of the route he will be taking. The objectives of this course, both general and instructional (behavioral), should be made clear before any language is presented.

The language competence on the part of the teacher and effective instructional materials are basic necessities. Equally significant is manner of presentation to the learner.

SAMPLE EVALUATIONS

I. Listening Skills Instrument for measuring performance objective IA-1

Five incomplete sentences about the basic dialogs, each followed by three possible completions are given. Choose the correct completion by circling a, b, or c on your answer sheet.

1. Para escribir un dictado necesito _____.
   a. una frase
   b. una pluma
   c. una mentira
2. Hay una liquidación en _____.
   a. la tienda
   b. el cine
   c. la escuela
3. El marido de Pepita _____.
   a. no quiere que ponga atención.
   b. no quiere que hable por teléfono.
   c. no quiere que gaste mucho dinero.
4. La maestra habla_____.
   a. muy difícil.
   b. muy pequeño.
   c. muy rápido.
5. Pepita usa una buena _____con su esposo.
   a. técnica
   b. liquidación
   c. tarea

II. Speaking Skills - Instrument for measuring performance objective II C-3

Change these five affirmative sentences to the negative.

Example: Algunas veces tomamos café

Answer: (oral) Nunca tomamos café.

1. Alguien dice mentira.
2. Uds. también estudian francés.
3. Alguno de los dos tiene un lápiz.
4. Hay algo en la mesa.
5. Quiero estudiar con Juan o Guillermo.

III. Reading Skills -Instrument for measuring performance objective III C

After reading this dialog taken from a recombination of materials taught, the student will read correctly its content and indicate comprehension by choosing from possible written answers to written questions by circling a, b, or c.

Pedro - ¡Qué graciosa esta foto! ¿Dónde es la fiesta?

Angel - En la casa de unos parientes míos.

Pedro - Esta es tu prima, ¿no es cierto?

Angel - No, mi cuñada, esposa de Antonio mi hermano mayor.

Pedro - Y estos chiquitos, ¿son hijos de ella?

Angel - Sí, mis sobrinitos, Toño y Chucho son gemelos.

Read and circle the correct answer.

1. ¿Dónde es la fiesta?
   a. en casa de unos amigos.
   b. en casa de mis padres.
   c. en casa de unos parientes.

2. ¿Quiénes son Toño y Chucho?

   a. los cuñados de Angel.

   b. los hijos de la cuñada de Angel.

   c. los primos de Angel.

3. ¿Quién es la señora que Pedro ve en la foto?

   a. la amiga de Angel.

   b. la cuñada del hermano de Angel.

   c. la esposa del hermano mayor de Angel.

4. ¿Quién es Antonio?

   a. el esposo de la cuñada de Angel.

   b. el hermano de Toño y Chucho.

   c. el padre de Angel.

IV. Writing Skills - Instrument for measuring performance objective IV C-2

Given ten sentences in the present tense, the student will write the same sentences in the present progressive.

1. La maestra lee un dictado.
2. Yo molesto a mi marido.
3. Este chico habla con su padre.
4. Nosotros tomamos agua.
5. No pones atención.
6. Trabajan en Puerto Rico.
7. Repito la frase.
8. No digo la verdad.
9. Leen el periódico
10. ¿Pides café?

V. Culture Appreciation - Instrument for measuring performance objective V A-1

Write all you know about schools in two Spanish-speaking countries.

VI. Attitude -Instrument for measuring performance objective VI. This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who speak it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying Spanish and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following running record could be kept as a guide for noting activities of each student.

	Participates in discussion groups					Seeks projects			Is member of language club			Does research			Registers for another Spanish class		
	10/10	11/15	11/30	12/3			1/1	1/5		12/2			1/1			1/10		
1. Jones, Mary	✓	E	E	—			E	✓		✓			E			✓		

Key: E - excellent √ - acceptable — - unacceptable

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